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AUTHOR Imel, Susan
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ABSTRACT

The Carl D. Perkins Vocational and Applied Technology Education Act of 1990 represents the largest amount of federal funding ever authorized for vocational education. Effective July 1, 1991, the act enables Congress to spend up to $1.6 billion per year on state and local programs that teach the "skill competencies necessary to work in a technologically advanced society." The new law differs in several ways from the original Carl D. Perkins Vocational Education Act of 1984: (1) emphasizing the integration of academic and vocational education; (2) providing greater opportunities for vocational education to disadvantaged people; (3) requiring states to be more accountable for their vocational programs; (4) distinguishing between the secondary and postsecondary levels of vocational education; and (5) encouraging local districts to provide greater leadership in reforming and improving vocational education. The changes in the reauthorized Perkins Act of 1990 present vocational educators with an opportunity to assume a leadership role in state and local efforts to reform education. (This research summary contains an annotated list of 17 print resources and 5 resource organizations.) (KC)

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ERIC Clearinghouse on Adult, Career, and Vocational Education

TRENDS AND ISSUES ALERTS

IMPLICATIONS OF THE NEW PERKINS ACT

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The Carl D. Perkins Vocational and Applied Technology Education Act of 1990 represents the largest amount of federal funding ever authorized for vocational education. The reauthorized Perkins Act, effective July 1, 1991, enables Congress to spend up to $1.6 billion a year on state and local programs that teach the "skill competencies necessary to work in a technologically advanced society" (Wilcox 1991, p. 16).

The new law differs in several ways from the original Carl D. Perkins Vocational Education Act of 1984:

- **Emphasizing the integration of academic and vocational education.** The shift in the new law is away from the traditional job-skills orientation of vocational education to a broader purpose of using vocational education as a method for learning academic skills and for connecting thought with action (Wirt 1991).
- **Providing greater opportunities for vocational education to disadvantaged people.** Under the new law, states are required to spend the bulk of their basic state grants on schools serving the greatest number of poor and handicapped students and those with limited English-language proficiency (Wilcox 1991; Wirt 1991).
- **Requiring states to be more accountable for their vocational programs.** In addition to demonstrating that disadvantaged people have opportunities to participate fully and equitably in vocational education programs, states must also set up systems for evaluating programs and the effects of Perkins funding (Wilcox 1991).
- **Distinguishing between the secondary and postsecondary levels of vocational education.** Although the purposes at the two levels are the same, the distinction acknowledges the need to develop national policy for the nation's system of postsecondary occupational preparation (Wirt 1991).
- **Encouraging local districts to provide greater leadership in reforming and improving vocational education.** Where previously only a state plan had been required, the new law expects local districts to develop their own plans for using federal Perkins funds (ibid.).

The changes in the reauthorized Perkins Act of 1990 present vocational educators with an opportunity to assume a leadership role in state and local efforts to reform education. According to John F. Jennings (1991), general counsel for education of the U.S. House of Representatives' Committee on Education and Labor, "when Congress passed the new Perkins Act, it recognized that vocational educators have much to offer our country's effort to compete in a world economy" (p. 19). It is now up to vocational educators to act upon this opportunity and make it a reality.

This *Trends and Issues Alert* lists resources that can be used in implementing the Carl D. Perkins Vocational and Applied Technology Education Act of 1990. The list contains resources that interpret the act as well as those that can be used to achieve its purposes.

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Print Resources

American Vocational Association. ***The AVA Guide to the Carl D. Perkins Vocational and Applied Technology Education Act of 1990.*** Alexandria, VA: AVA, 1990. (ERIC Document Reproduction Service No. ED 324 494).

Intended to assist vocational educators in planning for the 1990 Perkins Act, this guide provides (1) a synopsis of the entire act, (2) an analysis of each element of significant change from the 1984 act to the new act, and (3) the new law in its entirety.

Bishop, J. "Making Vocational Education More Effective for At-Risk Youth." ***Vocational Education Journal*** 64, no. 4 (May 1989): 14, 16, 18-19.

Occupationally specific vocational training pays off for disadvantaged students, but only if graduates work in the jobs for which they were trained. Vocational educators must help make sure that the skills they teach are used.

Black, H.; Minsky, I.; and Salone, V. ***Serving Economically Depressed Areas. Report 12.*** Springfield: Illinois State Council on Vocational Education, March 1989. (ERIC Document Reproduction Service No. ED 318 876).

Reports on the results of an Illinois study to determine how effectively the vocational education system was meeting its responsibilities to serve persons in economically depressed areas under the terms of the Carl D. Perkins Vocational Education Act of 1984.

Farmer, E. I., and Shiver, T. G. "Training Teachers to Facilitate the Transition of Disadvantaged Students from School to Work: A Staff Development Assessment." ***Journal of Studies in Technical Careers*** 11, no. 3 (Summer 1989): 215-222.

A survey completed by 43 of 55 participants in a training institute assessed the treatment used in preparing vocational personnel working in transition services for disadvantaged students and concluded that the instructional treatment made a significant difference in the participants' performance on the postassessment.

Grubb, W. N. "The Challenge to Change." ***Vocational Education Journal*** 66, no. 2 (February 1991): 24-26.

Reviews three approaches for successfully integrating vocational and academic education.

Hoachlander, E. G. "Designing a Plan to Measure Vocational Education Results." ***Vocational Education Journal*** 66, no. 2 (February 1991): 20-21, 65.

Presents tips for developing accountability systems to meet Perkins Act requirements.

Hollenbeck, K. ***An Examination of the Delivery of Postsecondary Occupational Education to Disadvantaged Populations.*** Columbus: National Center for Research in

Vocational Education, The Ohio State University, 1988. (ERIC Document Reproduction Service No. ED 304 545).

Analysis of data from a broad national survey of post-secondary occupational education institutions was used to determine (1) the demographic and educational characteristics of two at-risk groups--individuals with limited educational achievement and individuals with physical handicaps; (2) the educational programs in which these two groups are currently engaged; and (3) the support mechanisms that institutions offer the groups.

Imel, S. ***Vocational Education Performance Standards. ERIC Digest No. 96.*** Columbus: ERIC Clearinghouse on Adult, Career, and Vocational Education, Center on Education and Training for Employment, The Ohio State University, 1990. (ERIC Document Reproduction Service No. ED 318 914).

Examines some vocational education experiences with outcome measures, describes proposed approaches, and enumerates potential issues and challenges in establishing performance standards for vocational education.

Jennings, J. F. "Congressional Intent." ***Vocational Education Journal*** 66, no. 2 (February 1991): 18-19.

The House's legal expert on vocational education explains what Congress wants the Perkins Act to do.

Lankard, B. A. ***Tech Prep. ERIC Digest No. 108.*** Columbus: ERIC Clearinghouse on Adult, Career, and Vocational Education, Center on Education and Training for Employment, The Ohio State University, 1991.

Reviews tech prep programs including their relationship to the changing work force and strategies for developing successful programs.

National Association of State Directors of Vocational Technical Education Consortium. ***Vocational Technical Education: Developing Academic Skills. A Position Statement of the NASDVTEC.*** Washington, DC: NASDVTEC, [1990]. (In ERIC Document Reproduction Service No. ED 326 692).

The National Association of State Directors of Vocational Technical Education Consortium's position on the integration of academic and vocational skills includes types of federal and state support needed.

Norman, T. "A Technical College Takes Charge." ***Vocational Education Journal*** 65, no. 3 (April 1990): 22-23.

Describes the Dakota County Employment and Training Center that provides comprehensive job training and placement services for disadvantaged residents.

Pritz, S. G. ***The Role of Vocational Education in the Development of Students' Academic Skills: Implementation Guide. Information Series no. 340.*** Columbus: ERIC Clearinghouse on Adult, Career, and Vocational Education, Center on Education and Training for Employment, The Ohio State University, 1989. (ERIC Document Reproduction Service No. ED 326 692).

A companion piece to the NASDVTEC position statement, this implementation guide is intended to assist educational administrators and practitioners in implementing integrated programs that will help students acquire the academic skills needed in the workplace and as a foundation for lifelong learning.

Rosenstock, L. "The Walls Come Down: The Overdue Reunification of Vocational and Academic Education." ***Phi Delta Kappan*** 72, no. 6 (February 1991): 434-436.

Suggests why the Perkins Act of 1990 is an important step in redirecting vocational education and in restructuring high schools for the 21st century.

Scott, R. W. "Making the Case for Tech Prep." ***Vocational Education Journal*** 66, no. 2 (February 1991): 22-23, 63.

Describes why the new Perkins Act assists secondary-postsecondary linkages.

Wilcox, J. "The New Perkins Act at a Glance." ***Vocational Education Journal*** 66, no. 2 (February 1991): 16-17.

Highlights how the new Perkins Act will affect vocational education programs.

Wirt, J. G. "A New Federal Law on Vocational Education: Will Reform Follow?" ***Phi Delta Kappan*** 72, no. 6 (February 1991): 424-433.

Reviews the major changes in the reauthorized Perkins legislation including their implications for vocational education.

Resource Organizations

American Vocational Association, 1410 King Street, Alexandria, VA 22314 (703/683-3111).

Center on Education and Training for Employment, 1900 Kenny Road, Columbus, OH 43210-1090 (614/292-4353 or 800/848-4815).

National Association of State Directors of Vocational Technical Education Consortium, 1420 16th Street, NW, Washington, DC 20036 (202/328-0216).

National Center for Research in Vocational Education, 1995 University Avenue, Suite 375, Berkeley, CA 94704 (800/762-4093).

National Council on Vocational Education, 330 C Street, SW, #4080, Washington, DC 20202 (202/732-1884).

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CENTER ON EDUCATION AND TRAINING FOR EMPLOYMENT
THE OHIO STATE UNIVERSITY
1900 KENNY ROAD • COLUMBUS, OHIO 43210
Telephone (614) 292-4353 or (800) 848-4815